Evaluation on Implementation of Islamic Studies Course in Private Higher Learning Institutions in Malaysia

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Islamic Studies course offered in private higher learning institutions in Malaysia have not been scrutinized by researchers. This study, therefore, seeks to evaluate the implementation of the aforementioned course from the perspectives of the learners and educators. The objectives of the research is to study the level of practice from the teaching dimension and changes in learner behavior from the cognitive, affective and psychomotor aspects in regards to Islamic practice. The study also analyses the effects of factors related to the dimensions of teaching, course facilities and organizational management arranged in conducting the courses. The evaluation model by Hammond (1973) has been chosen as the conceptual framework for the study. The findings of the study based on two main questions showed mixed results when seen from the institutional and learner behavior factors as the independent variables and the instructional dimension and change in behavior as the dependent variables. The differences can be seen via the mean score and standard deviation of the level of practice in the dimensions of teaching and change in behavior from the cognitive, affective and psychomotor aspects. On the whole, the practice levels of both dimensions showed a high level achievement. Findings also unveiled significant differences in the cognitive, affective and psychomotor aspects of learners based on age, education level and socioeconomic status. Based on these findings, a framework for on-going improvement needs to be created to reinforce and coordinate the offer of such courses in all institutions of higher learning of the nation in the future.

Keywords: Evaluation, Implementation, Islamic Studies Course, Private Higher Learning Institutions

1. INTRODUCTION

Ministry of Higher Education and is responsible for creating the role of precious human and future leaders of integrity, moral and responsible. This noble task requires a mechanism that uniform, comprehensive and in line with human capital development policy of the State (Ministry of Higher Education, 2010). One smart move that has been implemented is, every student in an institution of higher learning (IPT) not only learn science specialization in their respective fields, even supplied with core courses namely courses in Islamic Studies and Islamic Civilization, whether public or private in the academic session 1998/1999 (Osman Bakar, 2009).

2. PROBLEM STATEMENT

Islamic Studies courses are core courses offered in Private Higher Education Institutions (HEIs) diploma and bachelor since 1998. These courses are offered across the fields to emphasize aspects of civilization, values and pribumian personality and behavior among students to meet the current needs to produce quality human capital that coincided with the National Vision. (National Accreditation Board, 2005).

Fadhil Mohd Che Din (2010) does not deny that the system of IPT students weakening effects of hedonism widespread cultural influence. So Izuddin Md Ali (2010) recommends that formed Charity Mazaf Nabi Munkar in each university to curb this negative behavior. Zailan